

ATTACHMENT VI – INTERACTIVE SKILLS DESCRIPTION

INTERACTIVE SKILLS INVENTORY:

- ☐ Gives eye contact
- ☐ Turns toward new sounds
- ☐ Imitates motor activity
- ☐ Follows 1 step command
- ☐ Follows 2 step command
- ☐ Takes turns
- ☐ Stays on task, in one place
- ☐ Easily directed to new tasks
- ☐ Indicates basic needs by gesture, sign, communication device or speech
- ☐ Responds to questions by gesture, sign, communication device or speech
- ☐ Indicates toileting needs in advance

Examples:

Gives eye contact: The child looks at the examiner when first approached and/or when given instructions by the examiner

Turns toward new sounds: The child searches with eyes or head in the direction of sounds presented by examiner. (The child may need to complete a current activity first.)

Imitates motor activity: The child copies movement such as hand clapping, which is demonstrated by the examiner.

Follows one step command: The child responds appropriately when told to “Open your mouth,” “Look at this” (examiner must not gesture or demonstrate)

Follows two step commands: The child responds appropriately when told to “Pick up this block and give it to mommy” (examiner must not gesture or demonstrate)

Takes turns: the child takes cereal pieces out of a dish alternating with the examiner.

Stays on task: the child can maintain attention to a stationary task for five or more minutes, such as block play, toy play, or ADL activity. The examiner may verbally maintain the child’s attention to the task if there is a distraction.

Easily directed to new tasks: at the direction of an adult, the child switches from one type of activity (such as eating or picking up cereal pieces) to another (such as holding or stacking blocks) without significant resistance. If the child appears hungry allow him or her to eat for a minute. NOTE: A child who has difficulty in this area may be described as having “difficulty with transitions.” Also, a child may have difficulty because of a very strong internal drive or motivation and may be described as being “inner directed.”

Indicates basic needs by gesture, sign, communication device or speech: The child points at a desired object, holds out hands to mother when unhappy, shakes head “no,” uses a communication device OR says “I want that.” (Basic needs are hunger, hot, cold, tired, “I want” and leave me alone, etc)

Responds to question (other than yes/no question) by gesture, sign, communication device or speech: The child gives a clear and related answer when asked an **open ended** question such as “What do you want?” Use open ended questions to avoid answers that may be meaningless. Avoid yes/no questions such as “Are you hungry?” Avoid choice of two questions such as “Which shirt do you want?” Responses to these questions may be random.

Indicates toileting needs in advance: The child routinely indicates desire to toilet prior to elimination. The child does not wear diapers for most of the day.